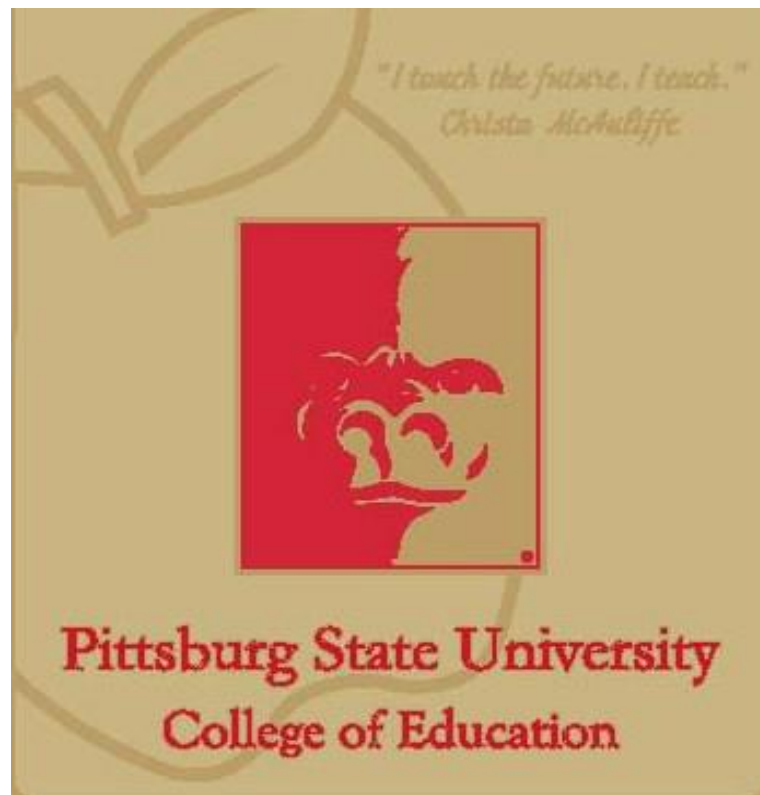


Master of Arts in Teaching - Elementary



2020

GENERAL INFORMATION

The Master of Arts in Teaching (MAT) for Elementary is an accelerated licensure program designed for individuals who have earned a baccalaureate degree without an education emphasis. The 33-credit hour program is sequenced to be completed in 18 months. Candidates are admitted to the program in cohorts with new cohorts beginning each January. Coursework in the program is offered through online delivery.

Candidates must complete one semester (16 weeks) of student teaching in an accredited school. The student teaching semester occurs in the second spring semester of the program.

Questions or concerns regarding the MAT – Elementary program can be directed to the following:

Dr. Brenda Roberts
Interim Chairperson
Teaching and Leadership
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620-235-4498

Dr. Jean Dockers
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Licensing
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Coordinator
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ADMISSION REQUIREMENTS

Prospective candidates should apply for admission to Graduate School by completing the application online at <https://go.pittstate.edu/apps.intro.v2>. Official transcripts for all completed course work must be sent to the PSU Graduate School, 1701 S. Broadway, Pittsburg, Kansas, 66762 or electronically to jsmiller@pittstate.edu. A direct transcript should be submitted from each institution from which college credit has been earned.

Upon receipt of all transcripts, the Educational Licensing Officer will analyze the transcript(s) for academic eligibility. To be academically eligible for the MAT program, one must hold a baccalaureate degree with a minimum cumulative grade point average (GPA) 3.00.

Professional Disposition Assessment

Applicants who meet the academic requirements are invited to participate in a professional disposition assessment. The assessment is comprised of multiple components. During the session, the applicant will teach a sample lesson, participate in a group discussion, complete a personal interview, and compose a writing sample based on a case study.

1. Sample Teaching Session

Each applicant will conduct a five-minute teaching session while other applicants and interviewers participate as students. Questions should be expected from the audience.

The lesson should be prepared prior to the assessment session. It should be designed for a specific grade and content level (i.e. 4th grade science, 2nd grade spelling, etc.). A successful lesson is organized around a main point or learning objective and makes use of age-appropriate materials and strategies to help students master the information.

Applicants may choose from a wide range of topics during the sample teaching lesson, such as adding fractions, naming vegetables in Spanish, or reviewing how a bill becomes a law. The learning objective must be specific so it can be presented effectively during the designated time. For example, the lesson should not cover broad topics such as American history; rather, it should be more focused such as the causes and effects of the American Revolution.

When developing the lesson, it is acceptable to assume prior knowledge; this may be communicated to interviewers and other candidates by beginning the lesson with a reference to an earlier lesson (e.g. “Yesterday we began talking about causes of the American Revolution. Today, we are going to begin talking about the effects of the revolution.”)

Remember these key points for an effective sample lesson:

- There is a five-minute time limit.
- Lessons should have a clear beginning, middle, and end.
- Specific objectives should be communicated to the audience.
- Lessons should be interactive and age-appropriate.

Please note: Interview spaces vary – some are set up like typical classrooms while others are conference rooms with one large table. All spaces will have chart paper, dry erase board, or chalkboard and internet access with projection capabilities.

2. Discussion Group

During the discussion period, applicants will discuss two professional articles referenced in the interview packet. Applicants should access the articles and be prepared to participate in a professional conversation.

4. Writing Sample

Each participant will be presented a teaching scenario and will create a writing sample based on the situation.

5. Open Q & A Session

This session will be an overview of the MAT program. Applicants will be able to openly ask questions about the program.

6. Personal Interviews

Applicants will have a personal interview with a faculty member. The goal of the interview is to explore the applicant’s background, qualifications and commitment to expanding educational opportunities for children. The applicant will also have an opportunity to ask questions.

Sample Professional Disposition Assessment Session

PM Session	Length	Agenda
1:00 – 1:10	10 min	Introductions
1:10 – 2:10	1 hr	Sample Teaching Session
2:10 – 2:20	10 min	Break
2:20 – 3:20	60 min	Discussion Group/Writing Sample
3:20 – 3:30	10 min	Open Q & A Session
3:30 – 4:30	1 hr	Personal Interviews

Applicants will be notified by mail and e-mail of their acceptance status within two weeks of the assessment session. This communication will also provide information regarding the remaining admission requirements.

Two Recommendation Forms

Candidates must have two positive recommendation forms submitted to the Office of Teacher Education, Pittsburg State University, 1701 S. Broadway, Pittsburg, Kansas, 66762. These recommendations should be completed by a university professor, direct supervisor, or someone who is knowledgeable of the candidate’s work with young people. The Office of Teacher Education will provide specific recommendation forms to be used for this requirement.

Background Check

As a requirement for admission to graduate programs in the department of Teaching and Leadership, candidates are required to complete a background check. The background check is required for admission and will not take the place of the required background check for licensure. Once candidates have completed the program and are ready to apply for the initial teaching license, an additional background check will be required by KSDE.

The background check for program admission is complete through Validity Screening Solutions. The Office of Teacher Education will provide specific instructions for the completion of this requirement.

All admission requirements listed above must be completed for candidates to be fully admitted to the MAT – Elementary program. Candidates must be fully admitted to the program by the time they have completed 12 credit hours in the program. If one is not fully admitted at this time, future enrollment will be put on hold. It can lead to a delay in program completion.

COURSEWORK

The 33-credit hour sequence of courses was designed to provide students an optimal academic experience. Candidates are expected to adhere to the following sequence. Courses are only offered during the semester indicated and will not be offered again for at least one year.

COURSE SEQUENCE	
January – May (Spring) Year 1	
TCHL 834 Curriculum Development (3 hrs) <i>40 hour field experience required</i>	TCHL 825 The Professional Semester Teacher – Initial Experience (3 hrs) <i>40 hour field experience required</i>
May (Intersession) Year 1	
TCHL 836 Positive Classroom Management (3 hrs)	
June – July (Summer) Year 1	
TCHL 831 Literacy for Primary Grades (3 hrs)	TCHL 878 Assessment for Effective Teaching (3 hrs)
August – December (Fall) Year 1	
TCHL 844 Literacy and Social Studies for Intermediate Grades (3 hrs)	TCHL 841 Elementary Mathematics and Science (3 hrs)
January – May (Spring) Year 2	
TCHL 849 The Professional Semester – Culminating Experience (3 hrs) <i>Student Teaching</i>	PSYCH 810 Advanced Educational Psychology (3 hrs)
May (Intersession) Year 2	
TCHL 842 Integrating Creative Experiences (2 hrs)	
Year 2 – Spring	
HHP 704 Workshop for Health, Human Performance, and Recreation (1 hr)	SPED 815 Individuals with Exceptionalities (3 hrs)

FIELD EXPERIENCES

Within the first semester of coursework, candidates are required to participate in **two** 40-hour practicum experiences in an accredited school. These early field experiences are components of the courses completed during the first semester, TCHL 825 The Professional Semester – Initial Experience and TCHL 834 Curriculum Development. One of the field experiences is to be completed in a primary classroom (K, 1, or 2) while the other must be completed in an intermediate classroom (3, 4, or 5). A self-contained 6th grade classroom would also be considered acceptable for the intermediate practicum.

Candidates who have a relationship with an accredited school can make their own placements for the field experiences. The Office of Teacher Education can arrange placement for those who need assistance.

STUDENT TEACHING

Candidates will complete a full 16-week semester of student teaching. The student teaching semester begins when the cooperating school resumes session and is completed prior to PSU finals week. During this semester, candidates will be placed under the supervision of a cooperating teacher in an elementary classroom. Student teachers are required to report to the PSU campus monthly for seminars. The Professional Semester Handbook provides detailed expectations of the semester and can be found on the Office of Teacher Education website (<https://www.pittstate.edu/education/teacher-education/index.html>). Placement for the student teaching semester is coordinated through the Office of Teacher Education. An application will be required in the semester prior to student teaching.

LICENSURE EXAMS

In the state of Kansas, those applying for an initial teaching license must pass a level-appropriate Principles of Learning and Teaching (PLT) exam as well as the appropriate content assessment for the endorsement(s) sought. These exams are a part of the *Praxis* Subject Assessments. Current testing requirements for the state of Kansas can be found at <https://www.ets.org/praxis/ks/requirements>.

The *Praxis* exams are offered only in a computer delivered format. Test-takers may take the exams at any Prometric Testing Center across the nation. It is important during registration to list Pittsburg State University as a designated score recipient so your scores will be officially reported to the Office of Teacher Education. Further information, including registration, can be found at the *Praxis* website www.ets.org/praxis.

TEACHER LICENSING

The Educational Licensing Officer will provide assistance with submitting all license applications. Candidates can expect the following fees associated with licensing and testing.

- Licensure Exams
 - Principles of Learning and Teaching - \$146
 - Content exams –\$120 - \$160 (A content exam is required for each endorsement sought for a teaching license.)
- License application fee - \$60 - \$70
- KSDE background check fee - \$50
- If licensure is sought in any state other than Kansas, there will be additional application and background check fees for each state.

PROFESSIONAL RESPONSIBILITIES

Teacher candidates are expected to observe and adhere to the professional requirements for educators. Candidates need to be familiar with each of the following in order to uphold policies and legal requirements for educators.

Kansas Educator Code of Conduct

http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf

The professional educator shall work in the best interest of their students and honor their responsibilities to their students, school, district, community, state and profession as evidence by:

- Responsibilities to Student
- Responsibilities to District
- Responsibilities to Profession

Family Educational Rights and Privacy Act (FERPA)

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Student records and information are protected under this federal law. Teachers must be aware of the requirements in order to appropriately maintain required confidentiality.

Child Abuse and Neglect Reporting

<http://www.dcf.ks.gov/services/pps/pages/reportchildabuseandneglect.aspx>

All teachers, school administrators or other employees of an educational institution are mandated reporters for child abuse and neglect under the Kansas reporting law (K.S.A. 38-2223). Teacher candidates must be aware of their legal responsibility and the required steps to make such a report.

UNIVERSITY SUPPORT SERVICES

Student Success Programs

The Student Success Programs office is designed to be the success center for students at PSU and is located in 113 Axe Library. The staff in Student Success Programs serves as advocates to all undergraduate students. There are multiple programs offered through their office including the Student Success Center. The Student Success Center hosts Academic Success Workshops, tutoring and various study groups. More information about Student Success Programs can be found at: <http://www.pittstate.edu/office/student-success-programs/>

The Writing Center

The Writing Center is located in 112 Axe Library. The center offers writing workshops and one-on-one consultations for any writing project. Consultations can be face-to-face or online. The services are free of charge for all PSU students. For more information, go to: http://www.pittstate.edu/office/writing_center/

Center for Student Accommodations

The Center for Student Accommodations provides educational support services to currently enrolled PSU students with a diagnosed learning disability, attention deficit/hyperactivity disorder, or a physical/mental illness which substantially impairs one or more major life activities. Disabled students may qualify for services that accommodate for their impairments and provide equal access to educational opportunity. <http://www.pittstate.edu/office/center-for-student-accommodations>

Gorilla Geeks

The Gorilla Geeks Help Desk assists students, faculty and staff with various technological needs. Some of the services available to all include help with GUS and GusPINs, assistance with PSU email accounts, assistance with educational software packages used on campus, basic help with computer hardware or software problems and help with wireless connectivity issues. Gorilla Geek is located in 109 Whitesitt Hall. For more information, go to: <http://www.pittstate.edu/office/gorilla-geeks/>

Bryant Student Health Center

The mission of the Bryant Student Health Center is to provide quality health care that is accessible, affordable, culturally sensitive and student-focused. Further information, including available services, can be found at: <http://www.pittstate.edu/office/health/>

Testing Center

The University Testing Center administers tests offered by multiple testing companies. A full description of exams offered and testing availability can be found at: <http://www.pittstate.edu/college/education/psychology/testing-center.dot>

PROFESSIONAL KNOWLEDGE BASE

The Learner and Learning

Professional educators must understand that learning and development patterns vary among individuals, that learners bring unique individual differences to the learning process and that learners need supportive and safe learning environments to thrive.

1. The candidate knows how learning occurs (how learners construct knowledge, acquire skills and develop disciplined thinking processes) and how to use instructional strategies that promote individual growth.
2. The candidate understands that cognitive, linguistic, social, emotional and physical development influences learning.
3. The candidate understands and identifies differences in approaches to learning and performance and designs experiences that incorporate individuals' strengths to promote growth.
4. The candidate understands students with exceptional needs and knows how to use strategies and resources to meet these needs.
5. The candidate knows how to access information about the values of diverse cultures and communities and how to incorporate languages, experiences, cultures and community resources into practice.
6. The candidate understands how to manage the learning environment by organizing, allocating and coordinating the resources of time and space.
7. The candidate knows how to design experiences using strategies that enhance learner motivation and engagement.
8. The candidate understands the processes needed to foster a respectful learning community.

Content

Professional educators must have a deep and flexible understanding of the field and be able to draw upon the central concepts and structures of their discipline as they work with learners. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity and communication) to help learners apply content to propose solutions, forge new understandings, solve problems and imagine possibilities. Professional educators connect information to local, state, national and global issues.

9. The candidate understands that learners should question, analyze and understand concepts from diverse perspectives.
10. The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s).
11. The candidate knows how to use supplementary resources and technologies effectively to ensure accessibility and relevance for all.
12. The candidate understands how disciplinary knowledge can be applied as a lens to address local and global issues.

13. The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving. S/he keeps abreast of new ideas and best practices in the field.
14. The candidate knows major concepts, assumptions and debates that are central to the discipline.

Instructional Practice

Professional educators understand and integrate assessment, planning and instructional strategies in coordinated and engaging ways for effective practice. They understand how to design, implement, interpret and communicate results from a range of assessments.

15. The candidate knows how to engage learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.
16. The candidate understands the positive impact of effective descriptive feedback and knows a variety of strategies for communicating this feedback.
17. The candidate knows how to engage learners actively in the assessment process and to develop each learner's capacity to reflect on and communicate about their individual progress.
18. The candidate understands the theories and processes of curriculum design (appropriate sequencing, developmentally appropriate instruction, builds on learners' prior knowledge and experiences).
19. The candidate understands the process for aligning instruction and assessment with learning targets.
20. The candidate understands how theory, research and best practices impact ongoing planning and instructional practice.
21. The candidate knows how to engage learners in using technology tools and a range of skills to access, interpret, evaluate and apply information.
22. The candidate knows how to incorporate a variety of strategies that stimulate the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall).
23. The candidate knows how to apply a variety of developmentally, culturally and linguistically appropriate instructional strategies to achieve learning targets.
24. The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction and to provide meaningful feedback.

Professional Responsibility

Professional educators create and support safe, productive learning environments. They must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection and collaboration. Professional educators contribute to accomplishing their school's mission and goals and demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice and advancing their profession.

25. The candidate knows how to use information and technology ethically, legally and safely.
26. The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
27. The candidate understands laws related to learners' rights and teacher responsibilities (e.g., IDEA, FERPA, mandated reporting, etc.).
28. The candidate understands schools as organizations within a historical, cultural, political and social context and knows how to work with others across the system to support learners.
29. The candidate knows how to contribute to a common culture that supports high expectations for student learning.
30. The candidate understands the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.
31. The candidate knows how to communicate effectively with all members of the learning community.